Faculty are invited to submit impact statements to document the effects of the pandemic on their scholarly work. While no one is required to submit such a statement, doing so is one way for faculty to communicate challenges and/or opportunities they have encountered during the pandemic and help unit leaders recognize, support and fairly evaluate their contributions. This list is not all-inclusive but may help faculty to reflect on the effects that they experienced.

TEACHING
- Challenges and opportunities related to adopting new teaching formats as a result of the pivot to remote learning (e.g., professional development needed, changes in evaluation processes, work with teaching assistants).
- Significant reconfiguration of courses for remote instruction format, including lab courses, practicum courses, and courses with community engagement and service components.
- Reallocation of time to ensure content delivery through multiple instructional formats.
- Creating new infrastructure at home and/or remote work environments (e.g., new technology, getting more bandwidth, finding quiet spaces, taking turns when others require use of WiFi).
- Managing time constraints brought about by new caregiving responsibilities (e.g., if childcare or eldercare centers closed, children requiring home schooling).
- Learning to manage new complexities when interacting with students (e.g., advising and mentoring) who have extraordinary circumstances and potential for distress (e.g., parents afflicted with COVID-19, financial stressors, the impact of racial injustice events).
- Changes in enrollment have shifted department priorities and/or teaching assignments.
- Additional support provided to colleagues to assist their teaching and learning.

RESEARCH
- Limited access to labs, studios, animals, clinical settings, field settings, specific populations (e.g., the disproportionate impacts on immigrant communities, public school students and teachers) for research.
- Limitations on travel to conduct research.
- Restricted access to supplies/disruption in supply chains relevant to research.
- Impacts on productivity and training opportunities due to enhanced safety protocols in work and laboratory environments.
- Access to funds to support COVID-19 related research.
- Cancellation or new formats of professional conferences, closing of performance venues, exhibitions, etc.
- Delays in editorial decisions or other processes related to publications.
- Limitations related to home “office” infrastructure (e.g., internet availability, printers, computing, ability to access restricted/secure data, sharing remote work spaces).
- Effects on time for research due to changing teaching, mentoring, and/or advising demands.
• Effects on time for research due to family care demands (e.g., ill relative, child needing homeschooing).
• Challenges and opportunities around collaboration and networking, when face-to-face interactions are limited.
• Responding to stress and anxiety/loneliness/student issues/emails.
• Additional time involved with understanding new COVID-19 protocols that impact research.
• Additional time involved with responding to media requests for expert opinions (e.g., on viruses, social unrest, elections).

SERVICE
• Limited access to settings and resources for extension/outreach/service.
• Disruptions to engagement with community-based organizations and institutions.
• Disruptions to in-person programming and moving to online programming.
• Unanticipated shifts in local and community priorities, causing some activities to be paused while others became immediate high priorities.
• Communication and continuity challenges related to internet access in remote and/or underserved/low-income areas.
• Increased complexity and difficulty with service contributions due to prohibitions on travel, face-to-face meetings, communication, etc.
• “Hidden” service obligations, including additional time and energy spent mentoring and supporting students, colleagues, and others with particular impacts from the pandemic (BIPOC individuals, first-generation students, etc.)
• Opportunities passed up because of pandemic effects, such as professional society leadership opportunities, conference/workshop organization opportunities
• New and unanticipated service requests and requirements related to the response of the university, professional organizations, laboratories, funding/governmental agencies, etc.
• Significantly increased service requirements and time demands for faculty engaged in extensive outreach activities (e.g., with travel prohibitions, facility closures, lack of connectivity in some areas).
• Added complexity and slower progress with committee work when relying on videoconferencing and other communication for meetings.